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ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this handbook focuses on personnel policies for Lutheran elementary schools. Its purpose is to help members of the board of education clarify their expectations of school staff. The publication outlines the role of the Lutheran teacher and principal, including qualifications and assignments. It differentiates between teachers who are eligible for a call (to be considered part of the ministry of the church) and those given only a yearly contract and outlines the practices of several synods. Compensation for staff is discussed and examples of salary schedules are offered. The handbook deals with both church and state certification and lists several synods' requirements for certification. A regular program of teacher evaluation is emphasized and sample evaluation forms are presented. Release of personnel and the role of supporting staff are touched on. A section on teacher professional growth reviews inservice programs, professional days, continuing education programs, seminars, and professional reading. The role of volunteers in the schools is discussed and their tasks, qualifications, and recognition reviewed. (Author/JM)

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ED176385

PERSONNEL HANDBOOK

THE ROLE OF THE LUTHERAN TEACHER
THE ROLE OF THE PRINCIPAL
CALLING AND CONTRACTING TEACHERS
COMPENSATION
CERTIFICATION OF TEACHERS
EVALUATION OF STAFF
RELEASE OF PERSONNEL
PROFESSIONAL GROWTH FOR TEACHERS
THE VOLUNTEER PROGRAM
THE ROLE OF SUPPORTING STAFF

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

EA 012 096

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E04

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

Often the principal will be the first person to read this manual. I urge the principal to know the content of this document thoroughly. The principal will order additional copies for those who will benefit from its use. The above is true also for directors of education and early childhood programs.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schultz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoike thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

Printed in Milwaukee, Wisconsin
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Martin F. Wessler
Project Director

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INTRODUCTION

Conflict often arises between a congregation, or a board of education, and its staff due to the lack of clearly stated expectations. When clear expectations do not exist, teachers are forced to work in a vacuum and to proceed on their own, according to their perceptions of what is to be accomplished and how it is to be done.

The purpose of this handbook is to help members of the board of education clarify their expectations of the school staff so that they will then be able to develop personnel policies, guidelines, job-descriptions, and salary scales. The staff, in turn, will then know what is expected of them and what they can expect from the congregation.

This handbook applies equally to new and established schools.

THE ROLE OF THE LUTHERAN TEACHER

In order that the work of the Lutheran teacher may run smoothly, it is important that a clear job description be written for each member of the teaching staff. With a job description, there should be no question regarding the classroom and school duties of each teacher.

A job description should be written so that the work expected of the teacher is clearly stated. Any ambiguous, vague, or all-inclusive statements should be avoided. The teacher and the congregation must know exactly what work is to be performed so that misunderstandings will not occur.

In addition, the various roles of ministry in the congregation will be assigned to individuals on the staff. This provides a clear understanding of responsibility for each area of ministry.

It is important for the congregation to realize that teaching is the primary task of its teachers. Other tasks, although important, are not to be so time consuming that they detract from the effectiveness of teaching.

Job descriptions should be prepared for all teachers and should accompany a call or contract sent to the prospective teacher.

It is suggested that the local school board study and review the sample job descriptions which follow and then make revisions to suit the needs of the congregation and school.

JOB DESCRIPTION

_____ Lutheran Church
City, State

Position

Teacher of _____

Accountability

The teacher is accountable to the principal and will report regularly to the principal.

The teacher will work as a team member with all other personnel of the school and church. Relationships will be characterized by loyalty and cooperation in a common cause and ministry for Christ.

Accountability of the teacher for special assignments in the ministry of the congregation is to the board responsible for that ministry.

Qualifications

Professional

The teacher

1. Is certified by the state or is able to meet the standards for such certification.
2. Has a bachelor's degree.
3. Is a member of a Lutheran church.
4. Holds membership in professional organizations and associations and actively participates in their activities.
5. Has a wholesome parish viewpoint, exhibiting interest in the total educational effort of the congregation.
6. Is certified by the synod or is able and willing to meet the standards for such certification.

Personal

The teacher

1. Associates closely with God through prayer, study of the Bible, and regular communion and church attendance.
2. Evidences a lifestyle that reflects a dynamic relationship with Christ.
3. Is open-minded, tolerant and happy in outlook on life.
4. Makes a good appearance - dress and styles are appropriate.
5. Is sensitive to the needs of others, cares about the feelings of others, shows Christian concern for all, maintains confidences, and is respectful of others.
6. Uses correct language, is tactful, is courteous, is an effective listener, is warm, and uses correct written forms.
7. Is physically and emotionally healthy, poised, punctual, and enthusiastic.
8. Is able to clearly articulate the objectives of the Lutheran school; evidences love for teaching children; attends, participates and is visible in church and community activities.

Job Summary

This position is that of teacher of grade ____, which will have approximately ____ students in a self-contained classroom. The teacher will be responsible for teaching all subjects, with the exception of art and physical education.

Assignments

Administrative

The teacher

1. Is responsible for implementing policies adopted by the congregation and the board of education.
2. Is responsible for assisting with the special school programs, religious services, projects, and co-curricular activities which are assigned as duties.
3. Will provide budgetary information to the principal in preparation for the annual budget.

Educational

The teacher

1. Communicates effectively with pupils, commending and reinforcing good conduct and achievement on the part of the pupils.
2. Is effective and fair in classroom control.
3. Uses wholesome motivational techniques.
4. Uses effective diagnostic and remedial procedures.
5. Uses adequate procedures to evaluate pupil achievement.
6. Counsels with pupils individually as necessary.
7. Uses planned visual aids.
8. Varies teaching procedures.
9. Has written lesson plans available at all times.
10. Plans annually, semi-annually, and quarterly.
11. Uses Christian disciplinary methods, using Gospel and Law appropriately.
12. Keeps the classroom appearance interesting, stimulating, neat, clean and pleasant.
13. Relates instruction to the Christian objectives of the school.
14. Arranges the classroom so that optimum instruction can take place.
15. Maintains adequate records of student attendance and achievement.
16. Executes the standardized testing program, records, studies and utilizes the results.
17. Handles clerical work involved in scheduling trips and visits by pupils.

Other School Responsibilities

The teacher

1. Is responsible for playground, corridor, lunchroom, and other supervision, as it is assigned.
2. Arrives at school by _____ a.m. and leaves no earlier than _____ p.m.
3. Is responsible for making reports to parents, written and oral.
4. Attends all faculty meetings.
5. Attends all teachers' conferences.
6. Attends all Parent-Teacher meetings.
7. Will serve as head coach for the girls' basketball team.

Other Duties in the Congregation

The teacher is to serve as

1. Sunday school department leader for Grades _____.
2. Teacher trainer for the teachers of that department.
3. Superintendent of the vacation church school.
4. Assistant organist.

Term of Service

The term of service of the initial contract is for one year, with the possibility of renewal. Thereafter, one year contracts will be offered for a total of five years. If a contract is offered for the sixth year, it will include tenure.

The decision to offer a contract will be based on periodic evaluation with consideration of personal integrity, job satisfaction, and job performance as the basic elements.

COMMENTARY
on
Job Description

Position

The exact grade or grades to be taught should be mentioned. If the teacher is to teach art, music, or physical education, this information should be given also.

Accountability

In order that lines of authority are clear, the person to whom the teacher is accountable must be listed. In most instances, for the work in the school this will be the principal. For work in the other ministries of the congregation, this will probably be either the pastor or the chairperson of the board responsible for that ministry.

Qualifications

To maintain high, school standards, the board must be selective when engaging teachers. It is essential that the board draft a list of qualifications, both personal and professional, required for the teachers of the school. Written qualifications are useful when engaging a new teacher and are useful when evaluating teachers.

The evaluation and recommendations of college supervisors should be studied carefully when considering candidates to be called or contracted as first year teachers. The evaluation of college supervisors can help a board determine if a candidate meets the personal and professional qualifications of the job description.

Even with an excellent student teaching experience, the first year teacher will actually be "learning on the job," trying to establish successful teaching methods and strategies, trying to develop a teaching style.

When calling or contracting veteran teachers, recommendations should be solicited from several different sources. People writing recommendations should be familiar with the teacher's current abilities.

Job Summary

This section should delineate the position fully. It should include information regarding the number of children to be taught, whether a departmental system or self-contained classroom system is used, whether there will be teachers of special subjects such as music.

Assignments

It is difficult for a teacher to serve successfully when assignments and expectations are not clearly stated. Preparing this section of the job description gives board members a good opportunity to exchange views on their expectations of teachers and to agree on the assignments considered most important. The job description provides some suggestions; they can be modified or deleted; other assignments can be added.

A carefully prepared list of assignments will help a teacher perform well; the list will also be helpful as the principal supervises and evaluates the teacher.

Other School Responsibilities

This section should contain the assignments to the teacher in connection with the work in the school. The prospective teacher should know these details in advance of accepting the call or signing the contract.

Additional school duties should be assigned in accord with a teacher's training, experience and interest. When an assignment is made, it should not be viewed as optional by the teacher or the board.

Other Duties in the Congregation

In Lutheran schools teachers generally serve in other ministries of the church. The leadership talents and educational expertise of a teacher should be considered in assigning other duties. The board of education should confer with the pastor and other leaders and boards, as appropriate, when assigning congregational responsibilities.

Term of Service

A necessary component of any contract or call is a delineation of the term of service.

A contract should specify the length of time for which it is in force. It should also include information regarding tenure.

A call should contain information regarding length of service. If it is for a limited time, it must be designated as a call without tenure.

Many calls are tenured calls. When this type of call is issued, specific mention must be made about performance expectations and procedures to be followed if performance falls short of expectations.

The following document from the Lutheran High School Association of Greater Milwaukee is an example of statements regarding these matters.

Basic Assumptions - Staff Assignments and Service

1. Board members, staff members, and administrators confess Christ as Lord of their lives. It is Christ who gives us His mission, makes us partners in it, and empowers us in His service.

2. Personal integrity, job satisfaction, and job performance are basic elements for staff members and the association.

3. The board's intent when engaging a staff person is to achieve the basic elements stated above and to provide continuous employment. Periodic evaluation is profitable and necessary to assure a maximum level of these three elements.

4. Periodic evaluation is dependent on clear job descriptions for each staff person and that each staff person be assigned a single primary reporting relationship. (Board members do not exercise responsibility for maintaining reporting relationships with staff members - even when staff members request it).

5. Reassignment of a staff position may be desirable following periodic evaluation in order to maintain maximum job satisfaction and performance.

6. If a staff member's services cannot be utilized because of inadequate satisfaction or performance, or because the need for his services no longer exists, or lack of funds makes it impossible to provide that specific service, the board will seek to assist in securing another position for that staff person and offer financial support for a reasonable time.

7. The board must be supportive of its staff at all times. This is possible when there exists a mutual understanding that all have shortcomings, are capable of improvement and growth, and are open to the understanding of differing views.

THE ROLE OF THE PRINCIPAL

A job description for the principal is an absolute necessity. Relationships and lines of accountability should be established. Qualifications, both professional and personal, must be clearly outlined.

The work of a principal is many-faceted. People view the tasks or assignments of the principal from different perspectives; therefore expectations are varied. So that there can be no misunderstanding, the specific assignments should be delineated.

A sample job description and commentary follow. Using both as guides, the board can develop a job description for a principal which will take the special needs of the local situation into account.

JOB DESCRIPTION

_____ Lutheran Church
City, State

Position

Principal of the _____ Elementary School

Accountability

The principal is accountable to the board of education and through the board to the church council and congregation. The principal will report regularly to the board regarding all aspects of his responsibilities.

The principal will work as a team member with the pastor(s) of the congregation in developing and implementing an effective total ministry. The team relationships will be characterized by loyalty and cooperation in a common purpose and ministry for Christ. The team is accountable to the church council and the congregation.

Qualifications

Professional

The Principal

1. Has been a successful teacher.
2. Is certified by the state or is able to meet the standards for such certification.
3. Has a master's degree in elementary education with an emphasis on supervision and administration.
4. Continues to advance professionally through reading, conference attendance and further study.

5. Is a member of professional organizations and actively participates in them.

6. Has a total parish awareness, showing interest in the total educational program of the congregation.

7. Is a member of a Lutheran church.

8. Is certified by the synod, or is able and willing to meet the standards for such certification.

Personal

The Principal

1. Participates actively in congregational activities, including regular attendance at worship services and Holy Communion.

2. Participates in community activities and takes an active role whenever possible.

3. Is able to clearly articulate objectives of the Lutheran school.

4. Sets annual goals for self, identifies priorities within these goals, and is able to implement them effectively.

5. Understands and uses democratic leadership abilities.

6. Is willing to make decisions, and exercises good judgment in doing so.

7. Uses time efficiently, organizes work systematically, and follows through on plans.

8. Has good communication skills: writing, speaking, listening.

9. Is physically and emotionally healthy.

10. Has a pleasant appearance - dress and styles are appropriate.

11. Is open-minded and tolerant, with a positive outlook on life.

12. Is sensitive to the needs of others, showing Christian concern for them, and their feelings.

Job Summary

The principal is responsible for the administration and supervision of the educational program, personnel - all teaching and nonteaching staff, the physical plant, and the finances of the school.

Assignments

Administration of Board Affairs

The Principal

1. Is responsible for implementing policies adopted by the board and the congregation; he provides leadership and assistance in developing new policies.

2. Develops and carries out a program of continuous evaluation of both the school and the personnel, teaching and nonteaching.

3. Reports regularly and fully to the board regarding all aspects of the school's operation.

4. Prepares and publishes the school calendar, as approved by the board.

5. Prepares a budget for board approval.

6. Prepares the board agenda in consultation with the chairperson.

7. Provides data necessary for the board to perform its tasks effectively.

8. Communicates the decisions of the board to teachers, students, and parents.

Administration of the Office

The Principal

1. Is responsible for collecting all monies and maintaining accurate financial records.

2. Is responsible for the ordering and purchasing of all school materials and equipment.

3. Is responsible for the payment of all school bills.

4. Keeps essential records in a secure, fire-proof place.

5. Keeps a complete inventory of equipment, books, and materials.

6. Keeps accurate, up-to-date information in the teacher files.

7. Keeps accurate, up-to-date information in the student files.

8. Deals with salespeople, educational personnel of the government and the church, and the general public.

9. Uses available media for publicity and giving information to the congregation and to the community.

10. Sends school news to parents regularly.

Administration of the Facilities

The Principal

1. Is responsible for the physical conditions of the school - heating, ventilation, cleanliness and sanitation, lighting.

2. Is responsible for the safety conditions of the school.

3. Is responsible for building and equipment maintenance.

4. Is accountable to the board for the work of the custodial staff.

Supervision of Staff

The Principal

1. Has a leading role in securing qualified personnel for the school.

2. Provides a thorough orientation for new staff members, including nonteaching personnel.

3. Conducts regular meetings of teachers. Conducts meetings of the non-teaching staff as needed.

4. Assists teachers in their goal-setting process.

5. Reviews the lesson plans of teachers weekly, making recommendations for adjustment when necessary.

6. Makes evaluative visits to classes regularly and discusses the visit with the teacher.

7. Uses teacher evaluation conferences to help teachers establish goals for improvement.

8. Establishes a good atmosphere in the school, one which is conducive to good teaching/learning situations.

9. Helps to create a cooperative spirit among the staff members.

10. Promotes the professional growth of the staff.

11. Supports teachers in their classroom leadership roles.

12. Acknowledges good teacher performance.

13. Represents the needs of the staff before the board.

14. Is responsible for the preparation of personnel handbooks for the school.

Supervision of Curriculum

The Principal

1. Helps teachers plan and execute a quality educational program.

2. Keeps abreast of current educational methods, trends, and materials.

3. Recognizes the professional judgment of teachers in the selection of materials and in the selection of teaching methods.

4. Provides for systematic, constructive study of all areas of the curriculum.

5. Provides for testing in the areas of achievement and intelligence.

Supervision of Children

The Principal

1. Is concerned that each class is meeting its objectives.

2. Is concerned that each child is achieving progress at a rate commensurate with the child's abilities.

3. Serves as a friend and advisor to children.

4. Communicates effectively with children at all levels.

5. Is effective and fair in handling pupil discipline problems.

6. Is responsible for adherence to standards of behavior which have been adopted for the school.

7. Makes arrangements for the testing of children that have been identified by teachers or parents as having a problem.

8. Contacts outside agencies to provide remedial help for children in need.

9. Provides for an effective guidance program for children.

10. Is responsible for the admission, transfer, promotion, acceleration, demotion, suspension or expulsion of children from the school.

Other Duties in the Congregation

The Principal will also serve as the Superintendent of the Sunday school.

Term of Service

Call with tenure.

COMMENTARY
on
Job Description

Position

This can be a brief, descriptive statement. If the position is that of a teaching principalship or Director of Christian Education, an appropriate statement should be provided.

Accountability

The congregation and the board must reach a decision on the lines of authority so that the work of total ministry in the congregation may run smoothly. It is important to resolve the relationship of the principal and the pastor(s). Unless this is stated, difficulties in understanding leadership roles and authority can arise.

In the sample, the principal is accountable to the board for the responsibilities with the school. As part of the team ministry, the principal is accountable, with the pastor(s), to the church council which has jurisdiction over the total ministry of the congregation.

For a more detailed description of the relationship of the board and the principal, see E03-The Board of Education Handbook.

Qualifications

In selecting a principal for the school, great care must be taken to obtain a person who has the professional and personal qualifications which the board has determined are essential. Minimal requirements would be the following:

1. A master's degree in elementary education with an emphasis in supervision and administration, or work toward such a degree. Be sure to check state requirements.

2. Successful teaching experience.

3. Good organizational skills.

4. An ability to relate well with others professionally and socially.

5. A living Christian faith.

Job Summary

The exact position should be described in this section stating responsibilities for supervision of personnel. This may include all teaching and nonteaching staff, as mentioned in the sample, or teaching staff and secretary, or teaching staff, secretary and custodian, or whatever the situation might be. If the principal has the responsibility for the complete maintenance of the school or serves as treasurer of the school, these facts must also be mentioned.

Assignments

Administration

A major function of the principal, as the board's executive officer, is implementation of board policies. The board has the function of policy-making. Difficulties frequently arise when either the principal or the board assumes the function of the other. It would be appropriate for the board to review its actions in this respect periodically. (See E03-The Board of Education Handbook).

Supervision of Staff

The basic goal of supervision is the improvement of the teaching/learning processes so that students can develop their fullest potential in all aspects - mental, physical, spiritual, moral, and emotional. So that improvement can be achieved, the principal will provide leadership in many ways.

Prior to the opening of each school year, orientation sessions will be held. Separate sessions will be scheduled for new teachers. In addition, pre-school sessions for all staff members will take place.

Regularly scheduled staff meetings during the school year will provide in-service training. Some faculty meetings will deal with evaluation and planning. It is during these sessions that the leadership skills of the principal are important.

An important function of the principal is staff supervision during regularly scheduled classroom visits to observe teacher effectiveness. Infrequent or sporadic visits usually do not give an accurate picture of teacher abilities and performance.

The principal will also meet regularly with the nonteaching staff. Topics for discussion include maintaining positive attitudes toward young people, the public relations aspect of each position, making good use of time, and the importance of all personnel in Christian education.

Supervision of Curriculum

Responsibility for the curriculum and its improvement rests primarily with the principal. However, involvement of the teachers is necessary for effective curriculum study, construction and revision. (See E07-Curriculum Planning Guidelines).

Supervision of Children

The principal is responsible for maintaining standards of behavior established for the school. The principal works with the teachers and other staff members to assure uniform application of regulations.

The principal is also concerned about the progress made by each child in the school. He should be able to establish a good rapport with the students through his openness with them and his fair treatment in handling problems that arise.

An effective guidance program, including an adequate testing program, should be set up by the principal to assist all students.

Other Duties in the Congregation

Other duties required of the principal should be listed here. Such duties might be superintendent of the Sunday school, youth director, organist, music director, vacation Bible school director, and the like.

A congregation should be cautious in assigning other duties. The position of principal, if done well, demands much time and effort. If too much is expected of the principal, the quality of supervision and administration may suffer.

Term of Service

There are many options to consider - among them are a call with tenure, which is probably the most common procedure; a call without tenure, but for a specified time; a contract for a specified time. The latter two should contain a clause regarding how tenure might be obtained following satisfactory service.

Other Considerations

Allowing Time for Administration

The board should provide the pricipal time for supervision and administration. In a small school, the principal will also be a classroom teacher. As the size of the school increases, more time should be granted for administration and supervision.

The following schedule provides time for the principal, based on the number of classrooms in the school:

Size of School	Division of Time
4 classrooms	3/4 teaching - 1/4 nonteaching
6 classrooms	1/2 teaching - 1/2 nonteaching
8 classrooms	1/4 teaching - 3/4 nonteaching
10 classrooms	nonteaching

Even in a large school there is considerable value in having the principal do some teaching. Experience with students will be valuable in helping the principal understand the needs of students and teachers.

The Director of Christian Education

A Director of Christian Education (DCE) is a professionally trained educator who works in the congregation to plan, organize, coordinate, administer, supervise and promote the total Christian education program. In congregations with a school, the DCE usually serves as the principal.

The specific objective of a DCE is to unify the entire educational program of the congregation. The DCE, therefore, would have the responsibility of leadership for the Christian day school, the Sunday school, weekday and confirmation classes and the educational aspects of the various church groups.

A congregation interested in establishing a Lutheran school might consider calling a DCE to serve as the person to coordinate the research, planning, and the implementation phases, and then to serve as the nonteaching principal of the school once it is established.

Since a job description is necessary for the effective functioning of a DCE, a detailed description should be written prior to filling the position. This job description should be drafted by those involved in working with the DCE, including the pastor, the Sunday school staff, and officers of the various boards and organizations. Included in the job description should be clear statements of relationships and lines of responsibility.

CALLING AND CONTRACTING TEACHERS

Generally all Lutheran schoolteachers are considered part of the ministry of the church. Not all are eligible for a call. A call is extended only to those who meet qualifications established by the synod. Practices vary in the several Lutheran church bodies.

There are two classifications of teachers,

1. those recognized by the synod as part of the ministry of the church. These are given a call from the congregation or congregations of an interparish school.

2. those who are contracted to teach. These are usually given a yearly contract.

Practices of Synods

The Association of Evangelical Lutheran Churches (AELC)

Teachers who have an elementary education degree and have completed a minor in theology from a recognized Lutheran college are eligible for a call.

Teachers who have a elementary education degree, but do not have a minor in theology, are eligible for a contract.

In some cases, a call is extended to teachers who do not have a theology minor, but who do have a strong Lutheran background.

The American Lutheran Church (ALC)

Teachers in the schools of The American Lutheran Church are classified as "lay church workers"and, as such, are part of the "Commissioned Ministries - Support Category." Calls are extended to teachers certified by the Office of Support to Ministries. (See Section V - Certification of Teachers).

Teachers not certified by the church are usually offered yearly contracts.

Calling Procedure. A congregation wishing a list of teachers should contact the Director for Christian Day Schools, Division for Life and Mission in the Congregation (DLMC).

The Lutheran Church in America (LCA)

The Lutheran Church in America has no written policies regarding calling and contracting teachers.

The Lutheran Church-Missouri Synod (LCMS)

Teachers trained in synod's colleges are eligible for a call; teachers without such training are not certified by the synod and are to receive contracts.

Assistance for the congregation seeking to identify appropriate candidates is given by district officials and placement officers of the synod's colleges.

Two types of calls for graduates of synodical schools:

An open call. This form is to be used when a congregation wishes to call a new graduate from a synodical college. In this instance, the congregation prepares a document provided by the synod, but does not request a specific person. The call is routed through the president of the district for his signature and forwarding to the Board of Higher Education. A covering letter may be attached requesting a teacher candidate from a specific college.

A designated call. This form is used when a congregation wishes to call a specific college graduate or someone engaged in the teaching profession. Calls for graduates are routed through the district president.

Teachers already in service are called directly by the congregation. District officials are to be contacted for assistance in the development of the call lists.

Teachers not eligible for a call are extended contracts. Upon acceptance of the contract, the teacher is classified as a lay teacher. Lay teachers should be encouraged to enter a colloquy program.

The district president should be notified of the calling and installation of all teachers.

The Wisconsin Evangelical Lutheran Synod (WELS)

All teachers are given a call or a limited call. No contracts are offered.

When a congregation wishes to call a teacher, the district president should be contacted. He will be familiar with the purposes and needs of the congregation and will supply a list of candidates for the desired positions.

The district president will generally consult with those synod groups (e.g. the Board of Parish Education) and knowledgeable individuals who will provide him with the information needed to establish appropriate call lists. The calling body, the local congregation, has the usual right to supply names for the approval of the president.

Teachers who are called will either have met the synodical requirements or will be given a limited call which will require work toward certification. (See Section V - Certification of Teachers.)

Teachers should be members of the Wisconsin Evangelical Lutheran Synod.

COMPENSATION

Adequate remuneration for the staff is important in order to attract and retain good teachers. The board should develop an adequate compensation program for approval by the congregation. An annual review of the salary program provides teachers assurance and security.

In establishing a compensation program, the following factors should be considered:

1. Cost of living. Teachers should be provided a salary that is adequate for them. Cost of living information in the area should be studied to assure that reasonable salary adjustments are made regularly.

2. Salaries of local public school teachers. In determining a salary scale, many boards use a percentage of the base salary for public school teachers. This percentage is usually 80% or higher. Base salaries of public school teachers are a matter of public record and are available from the school superintendent.

3. Ability of the congregation to pay. An obvious factor is the ability of the congregation to financially support the costs of the school.

4. Other factors include

   a. Federal legislation requires equal compensation for equal work by men and women.

   b. Teachers on contract for the ten months may prefer payment over twelve months.

   c. Some congregations provide housing for teachers.

   d. Some congregations give increments for special duties or assignments.

Salary Schedules

It is desirable from the standpoint of teachers as well as the congregation to develop a salary schedule. A salary schedule gives teachers a feeling of security, with the knowledge that a raise in salary will occur, and assures them of equalization of base pay for all faculty members. The congregation, on the other hand, has the benefit of knowing exactly what to plan for salaries for future budgets.

Two types of salary schedules have been developed, the step schedule and the index schedule. Each has its own advantages and disadvantages.

An example of each type of schedule follows (see exhibits 1 and 2):

Exhibit I - Sample of a Step Salary Scale

Years Exp.	B.A.	B.A. + 10	B.A. + 20	M.A.	M.A. + 15
0	$ 8000	$ 8150	$ 8325	$ 8550	$ 8850
1	8150	8325	8550	8780	9083
2	8300	8500	8775	9010	9316
3	8600	8850	9225	9470	9782
4	8750	9025	9450	9700	10015
5	8900	9200	9675	9930	10248
6	9200	9500	10125	10390	10714
7	9350	9725	10350	10620	10947
8		9900	10575	10850	11180
9		10075	10800	11080	11413
10		10250	11025	11310	11646
11			11250	11540	11879
12			11475	11770	12112
13			11700	12000	12345
14			11925	12230	12578
15			12150	12460	12811

Explanatory Notes

1. Base Pay: The base pay is the amount of salary listed for a B.A. degree with 0 years of experience. The cost of living index should be considered annually in adjusting the base pay.

2. Yearly increments: Yearly increments vary for the columns, which reflect education background. In the case of this sample, step increments are

B.A.	$150
B.A. + 10 semester hours	175

B.A. + 20 semester hours	$225
M.A.	230
M.A. + 15 semester hours	233

To raise the salaries of younger teachers more quickly, and as a help in retaining their services, double increments are given at the 3rd and 6th years.

3. Special features: At the end of specified number of years (e.g. 7th - B.A.), automatic increments are ended without additional semester hours of credit. This is an inducement for the teacher to continue study on an advanced level.

Exhibit II - Sample of an Index Schedule

Years Exp.	B.A.	B.A. + 10	B.A. + 20	M.A.	M.A. + 15
0	1.000	1.022	1.047	1.077	1.112
1	1.022	1.047	1.077	1.112	1.152
2	1.044	1.072	1.107	1.147	1.192
3	1.088	1.122	1.167	1.217	1.272
4	1.110	1.147	1.197	1.252	1.312
5	1.132	1.172	1.227	1.287	1.352
6	1.176	1.222	1.287	1.357	1.432
7	1.198	1.247	1.317	1.392	1.472
8		1.272	1.347	1.427	1.512
9		1.297	1.377	1.462	1.552
10		1.322	1.407	1.497	1.592
11			1.437	1.532	1.632
12			1.467	1.567	1.672
13			1.497	1.602	1.712
14			1.527	1.637	1.752
15			1.557	1.672	1.792

Explanatory Notes

1. Base Pay: For the first year of using this schedule, a specific dollar amount must be chosen for the base salary (e.g. $8000 = 1.000). Base pay thereafter is determined yearly, considering the cost of living index, for adjustments from the original amount.

2. Yearly Increments:

B.A.	.022
B.A. + 10 semester hours	.025
B.A. + 20 semester hours	.030

M.A.	.035
M.A. + 15 semester hours	.040

To raise the salaries of younger teachers more quickly, and as a help in retaining their services, double increments are given in the 3rd and 6th years.

3. Special features: At the end of specified number of years of service (e.g. 7th - B.A.), automatic increments are ended without additional semester hours of credit. This is an inducement for the teacher to continue study on an advanced level.

Increments for Special Duties or Circumstances

In addition to the salary schedule, an increment schedule should be established for set amounts of remuneration for additional duties. The following is an example:

Duty	Step	Index
Principal, Director of Christian Education	$1000	.125
Music Director (Organ and Choir)	800	.100
Youth Director	800	.100
Coach, per sport	160	.020
Director of school musical or play	80	.010

Fringe Benefits

As with most workers in today's society, fringe benefits are added to the compensation program. Typical fringe benefits are

1. Retirement and medical plans, which are provided through the synod or some other group.
2. Paid vacations and holidays. The number of paid vacation days usually increases with length of service.
3. Financial assistance toward payment of graduate courses.
4. Sick leave allowance.
5. Personal days. These can be days of professional improvement or family emergency.
6. Housing. If housing is provided by the congregation as part of salary, this is usually figured as 25% of salary.
7. Housing and utility allowance. This is permitted for those classified by the IRS as "Ministers of Religion." The exact amount must be entered on the congregational minutes. The individual teacher is responsible for proof of the expenditure for the amount claimed.

CERTIFICATION OF TEACHERS

Two types of certification for Lutheran school teachers are either necessary or desirable. These are church and state certification.

In most synods, church certification is not a requirement, but highly desirable. Such certification is an indication that the person is recognized by the synod as being competent as a teacher of the Christian faith. It also assures parents that the teacher is qualified to teach religion and other subjects from a Christian perspective.

Requirements for such certification differ in the various synods according to practices of the church bodies.

The American Lutheran Church (ALC)

Certification is offered by the ALC to teachers serving or seeking to serve in schools of the ALC congregations after a period of training. Certification makes available a roster of personnel from which congregations can call competent teachers.

Three avenues of certification exist

1. Graduates of the Lutheran Teacher Program of Wartburg College are certified as teachers upon application and after two years of successful teaching in ALC schools through the following process:

   a. Application. The candidate makes application to the ALC through the Office of Support to Ministries. A letter of recommendation from the district should be included with the application.

   b. Evaluation and Recommendation. Evaluation is made by Wartburg College of the basis of the knowledge, skill, and experience of the candidate for the teaching ministry. Recommendation for certification is made to the ALC by the college and the district president.

   c. Certification. The ALC, through the Office of Support to Ministries, certifies the candidate. The person's name is then entered on the roster and a certificate is issued.

   d. Commissioning. After certification, a candidate who has a letter of call is commissioned.

2. Graduates of other colleges are certified upon completion of the following:

   a. Possession of a valid teaching certificate from a state.

   b. Completion of a specialized pre-service orientation institute under the direction of the Director for Christian Schools, DLMC.

   c. Two years of successful teaching in a Lutheran school.

d. Recommendation by a certification support committee and by the supervising principal. The support committee is to verify that the candidate possesses the following basic competencies:

1) Old and New Testament - knowledge and understanding of salvation history.

2) Lutheran heritage - knowledge and understanding of history and teachings of the Lutheran church.

3) Ability to share and communicate the Christian faith and the teachings of the Lutheran church.

4) Ability to relate to people in a positive way.

e. Application through the Office of Support to Ministries. A letter of recommendation from the district in addition to the recommendations of the support committee and the principal is required for certification. These recommendations are sent to the Office of Support to Ministries for certification by the church.

3. Teachers transferring into the ALC from sister synods are certified as follows:

a. If the candidate is a graduate of an approved, Lutheran teacher-training program and is on the roster of the synod, transfer to the ALC is automatic upon request.

b. If the candidate is not a graduate of such a program, the procedure is the same as #2 above.

The Association of Evangelical Lutheran Churches (AELC)

Criteria for certification for public ministers by the AELC is as follows:

1. Individuals desiring to serve in the public ministries of the AELC shall possess and demonstrate basic Christian qualities, specifically

a. Be professing believers of God as Creator, Redeemer and Sanctifier.

b. Be participating members of a worshipping community.

c. Be growing in the gifts of the Spirit given them at their baptism, and giving evidence of that growth in godly living and in service to others.

d. Accept the Holy Scriptures of the Old and New Testaments as the written Word of God and the only rule and norm of faith and life.

e. Be committed to the Symbolical Books of the Evangelical Lutheran Church as contained in the Book of Concord of 1580 as a correct exposition of the Word of God and be committed to their view of the Scriptures as Law and Gospel as a theological basis for the work of ministry.

f. Be committed to view of the Holy Christian Church as God's mission to the Church itself, to the whole person, to the whole society, and to the whole world.

g. Be committed to the unity of the Holy Christian Church as a present gift of the Spirit to be made manifest to the world and be loyal to the Evangelical Lutheran Church as a confessional movement within the total Body of Christ.

2. As marks of further growth, commitment, and competence appropriate for public ministers, they shall

   a. Demonstrate a spirit of self-sacrifice, or readiness and of openness in carrying out the ministry among God's people to which the Spirit has led them.

   b. Manifest an openness to growth and psychological, social and spiritual maturity.

   c. Demonstrate a knowledge of and acceptance of the Holy Scriptures as the written Word of God and the only rule and norm of faith and life and the ability to interpret them in accordance with sound hermeneutical principles.

   d. Demonstrate a knowledge of the Symbolical Books of the Evangelical Lutheran Church, an acceptance of them as a correct statement of the doctrine of the Holy Scriptures, and a use of them as the framework for the work of ministry.

   e. Demonstrate a knowledge and appreciation of the history of the Christian church, and especially the history and polity of the Lutheran church, including an understanding of the forms and history of liturgical worship.

   f. Demonstrate an understanding and appreciation of the church's doctrinal history and how the church's doctrine grew out of crises in its life, as well as an ability to apply the church's doctrine in education, witness and proclamation.

   g. Demonstrate a commitment to the evangelical posture of the AELC on the basis of personal experience of its life and work, and a desire to serve in its ministry.

   h. Show a growing understanding of and sensitivity to human need (physical, psychological, social, spiritual) at every level, age and class, and a growing competence in meeting those needs.

   i. Understand public ministry as a form of the ministry which is the task of all the people of God, avoiding the temptation to rank one form of ministry above another, and recognize the responsibility of public ministry to equip all the people of God for their ministry.

   j. Demonstrate readiness to work with other professionals in a team ministry in a congregation or wherever else that situation applies.

   k. Possess the requisite academic degree that demonstrates professional competence.

3. In order to demonstrate adequate preparation for the task of ministry, a teaching minister of the AELC shall

   a. Possess aptness and growing skills in these areas

      - Studying the Scriptures through the use of sound hermeneutical skills

- Communicating God's truth through teaching

- Lutheran worship

- Counseling and ministering to students, parents, and family

- Ministering through other areas of parish work - witnessing, stewardship, youth work, etc.

b. Possess a baccalaureate degree with a major in education from an institution accredited by the National Council of Accreditation for Teacher Education (NCATE), and/or possess a current teaching certificate from the state in which AELC certification is desired.

4. The certification procedure shall involve the candidate, the candidate's synod, and the candidate's educational agency as follows:

a. Potential candidates should apply to the synod of origin as soon as the decision for ministry is made but not less than two years before that synod shall act upon their certification. The synodical certification committee shall consider the applications for candidate status and notify the applicants of its decision.

b. The synod shall assign by mutual agreement an AELC sponsor (who need not necessarily be a member of that synod) to serve as resource and guide to each candidate throughout the certification procedure.

1) The sponsor shall make the criteria and procedure clear to each candidate.

The sponsor shall serve on the synodical certification committee as a resource person in regard to the candidate.

c. The sponsor, in a manner agreeable to the agency carrying on the educational program, shall carry out the following responsibilities:

1) Establish regular (at least semi-annual) personal contact with the candidate.

2) Review practical training experiences and growth.

3) Review professional relationship experiences and growth.

4) Consult and work with the placement officer of main advisory officer of the educational agency.

d. Candidates shall make a formal request for certification by letter to their synod upon completion of academic work. Approval of the candidate by the educational agency involved and a written evaluation by the sponsor shall accompany formal request for certification. No candidate who lacks such documentation shall be eligible for certification.

e. Candidates at the time of formal request for certification shall offer evidence that they meet the established criteria (i.e. through academic transcripts and reports of practical experiences).

f. A synodical certification committee shall meet to consider the candidate's request.

1) The committee members shall have all requisite information available to them. They shall extend an invitation for the candidate to meet personally with them if the candidate so desires. They shall also extend an invitation to the candidate's educational institution to have a representative appear before them if either the candidate of the institution so desires.

2) The committee shall communicate its decision to the candidate in writing. Candidates who are not accepted shall be informed of the reasons personally.

g. A candidate whose request is not approved may apply for a rehearing after six months.

h. The certification decision of a synodical committee shall be recognized by all other AELC synods.

* The synodical presidents will have a list of approved educational institutions.

The Lutheran Church in America (LCA)

The Lutheran Church in America has no process for the certification of teachers.

The Lutheran Church-Missouri Synod (LCMS)

In the Lutheran Church-Missouri Synod, certification of personnel eligible for a call, either tenured or untenured, is given after the completion of a course of study at one of the synodical teachers colleges. Upon certification and acceptance of a call, the candidate's name is listed on the official roster of the synod. Such certification indicates to congregations that those members of the teaching ministry are qualified in the skills of teaching, have an understanding of the ministry of the church, and are eligible for a call.

The teacher colloquy program is designed for persons who have not graduated from synodical teachers colleges, but wish to be certified by the synod. Candidates for this program should contact an LCMS teachers college to make application to enter the program. Upon completion of the prescribed course of study, and approval from the college's faculty, the person also becomes eligible for a call into the teaching ministry and membership on the synod's roster.

The Wisconsin Evangelical Lutheran Synod (WELS)

Teachers in Wisconsin Synod schools who have graduated from Dr. Martin Luther College are automatically certified by the synod. For teachers who have received a degree from other colleges or universities, certification is given by the synod upon completion of 18 semester hours of religion at Dr. Martin Luther College.

Teachers must be members of the Wisconsin Evangelical Lutheran Synod.

State Certification

Many states require that all teachers, including those in private and parochial schools, be certified by the state department of public instruction. It is strongly suggested that all teachers in Lutheran schools obtain state approval, whether this is required or not. When Lutheran school teachers are certified, parents can have confidence that the faculty is qualified.

State certification is obtained by making application through the college from which the teacher graduated or the teacher certification department of the state. Usually full approval to teach in the state is given immediately to graduates of accredited teacher-training schools. In some instances, a temporary teaching certificate is issued which grants permission to teach for a limited number of years. During that time, deficiencies must be removed before full certification can be granted.

Lutheran schools are noted for high academic standards and excellence. To maintain high quality, certification by the state and by the church should be obtained.

EVALUATION OF STAFF

Quality instruction and ministry should be prime goals of every Lutheran school. To help achieve those goals, a regular program of systematic evaluation must be instituted. The attainment of these goals becomes an ongoing process.

Accurate evaluations are based on teacher observations and dialogue. Evaluation should be conducted in a Christian, professional manner. The teacher, as a person of God, must be treated with dignity and respect.

The following two evaluation forms are examples of instruments that can be used in the evaluation process. The first is a reflection on an observation of a teacher in the classroom setting. The second evaluates the professional and personal characteristics of the teacher, and is based on discussion with the teacher as well as observation of the teacher interacting with others.

Example A

Date_____ Name of Teacher_____

Subject Observed_____ Evaluator_____

TEACHER EVALUATION AS A CLASSROOM TEACHER

Code: 1=Superior 2=Very Good 3=Good 4=Fair 5=Unsatisfactory

I.	Subject Matter Competencies					
	1. Organization of subject matter. Evidences good preparation	1	2	3	4	5
	2. Knowledge of subject matter. Shows mastery of subject matter	1	2	3	4	5
	3. Skill in instruction. Directs interesting and effective classwork	1	2	3	4	5
II.	Teaching Skills					
	1. Use of instructional materials. Makes use of a variety of instructional materials	1	2	3	4	5
	2. Use of teaching strategies. Makes use of a variety of teaching methods	1	2	3	4	5
	3. Recognition of individual differences. Knows the students and makes necessary teaching adjustments	1	2	3	4	5
	4. Relationship with pupils. Establishes good rapport with pupils	1	2	3	4	5
	Maintains respect of pupils	1	2	3	4	5
	Possesses tact in dealing with students	1	2	3	4	5
	5. Classroom control. Handles classroom responsibilities well	1	2	3	4	5
	Perceives the development of problems and solves them with a minimum of confusion	1	2	3	4	5
	6. Evaluation of pupil progress. Has ability to analyze total student growth	1	2	3	4	5
	7. Communication skills. Gives Christian interpretation and witness	1	2	3	4	5
	Uses correct English	1	2	3	4	5
	Conveys ideas effectively	1	2	3	4	5
	8. Creativity. Is open-minded	1	2	3	4	5
	Uses imagination and originality	1	2	3	4	5

Example B

Date_____ Name of Teacher_____

Evaluator_____

TEACHER EVALUATION
PERSONAL AND PROFESSIONAL QUALITIES

Code:	1=Superior	2=Very Good	3=Good	4=Fair	5=Unsatisfactory

I.	Professional Qualities						
	1. Professional growth. Pursues advanced studies	1	2	3	4	5	
	Holds membership in at least one professional organization	1	2	3	4	5	
	Reads current professional periodicals	1	2	3	4	5	
	2. Professional attitude. Ready and willing to accept all assigned responsibilities	1	2	3	4	5	
	Works toward self-improvement	1	2	3	4	5	
	Follows policies and procedures with full cooperation and faithfulness	1	2	3	4	5	
	3. Professional ethics. Observes, promotes and respects the ethical standards of the teaching profession	1	2	3	4	5	
	Identifies with full time Christian education and is a proponent of it	1	2	3	4	5	
	Serves up to ability as a Christian professional minister	1	2	3	4	5	
	Is willing to serve beyond minimum expectations	1	2	3	4	5	
	4. Professional Cooperation. Cooperates well with Principal	1	2	3	4	5	
	Cooperates well with other staff members	1	2	3	4	5	
	Profits from criticism and direction and is appreciative of help	1	2	3	4	5	
II.	Personal Qualities						
	1. Communication skills. Communicates effectively both orally and in written form	1	2	3	4	5	
	Uses good English	1	2	3	4	5	

2.	Personality. Is mentally alert	1	2	3	4	5
	Exercises self control	1	2	3	4	5
	Is well poised, confident, cheerful	1	2	3	4	5
	Has a sense of humor governed by good taste	1	2	3	4	5
3.	Personal appearance. Is well groomed	1	2	3	4	5
	Exhibits good taste and neatness in dress	1	2	3	4	5
	Is free from distracting mannerisms	1	2	3	4	5
4.	Churchmanship. Is a regular student of Scripture	1	2	3	4	5
	Is "given to prayer"	1	2	3	4	5
	Is interested in and participates in congregational life	1	2	3	4	5
	Is a giving person - self and finance	1	2	3	4	5
	Lives the faith in classroom, among faculty and others	1	2	3	4	5
	Demonstrates interest in the total Christian education program of the congregation	1	2	3	4	5

The Role of the Principal in Teacher Evaluation

Many methods are used for evaluating teachers. The more commonly used methods are described here.

1. Evaluation based on classroom observation. Regularly scheduled classroom visits to observe teachers should be made by the principal. Prior to the visit, the principal and the teacher should agree on the focus of the observation. This focus may be a general observation of teaching methods: content of subject matter, classroom atmosphere and control, pupil response, etc., as in Example A. General observations should be made at least once every semester.

   Another type of observation by the principal is one in which the focus is very specific. The teacher may wish to be observed and evaluated on the use of the questioning technique, interaction with certain children or a certain child, the use of specific teaching techniques, or the use of audio-visuals.

   Visits by the principal should be at least one hour in length. This will give a more complete picture of the teacher's abilities rather than just an impression gained by a short visit. After the observation, a discussion between the principal and the teacher should center on the agreed upon focus. During this follow-up conference, the observed strengths and weaknesses should be discussed, with time devoted to overcoming weaknesses.

2. End-of-the-semester evaluations. An end of the semester teacher evaluation is a rather typical procedure. In this method, a form (such as Example A) is given to the teacher for self-evaluation. In a conference, this is compared with an evaluation by the principal, using the same form. Based on an open discussion, a final completion of the form is made. Areas of competence and improvement are noted, as well as areas that need attention.

3. End-of-the-year evaluations. Evaluation of the teacher's total ministry is done at the end of the school year. Both teacher and principal fill out the form (such as Example B) on the ministry of the teacher. During the conference, a comparison is made and a final evaluation is agreed upon.

Follow-up on the Evaluations and Improvement Program

After each evaluation session, the principal and the teacher should arrive at some strategies for the teacher to use in making improvements. Specific methods should be written. These can then be used for discussion and follow-up. It is the principal's duty to use this procedure to assist the teacher in the quest for quality teaching and ministry.

The Role of Goal Setting

Another effective method of evaluation used in many schools is based on the use of objectives. Objectives are written by the teacher at the beginning of the school year, with five or six specific goals set for attainment by the end of the year. In writing objectives, a teacher attempts to make them realistic and attainable. Goals are stated in terms of desired improvement in areas such as daily preparation, teaching styles, classroom control, or patience. Included might also be items about increasing reading of professional literature, contributing more to discussions in faculty meetings, or writing articles for publication. These five or six objectives are mutually agreed upon by the teacher and the principal; these objectives form the basis of evaluation at the end of the school year. Attainment of the goals by the teacher helps improve the total quality of education and ministry in the school.

RELEASE OF PERSONNEL

Unfortunately, situations arise when it is necessary to release a teacher. This may be due to poor performance, declining enrollment, or lack of funds.

The delicate nature of releasing a teacher requires a school board to deal with the teacher in a Christian manner. The board will consider not only the welfare of the school, but also the welfare of the teacher.

Several important actions must be considered. The board should have a written policy which stipulates the conditions of tenure and dismissal. This policy should state reasons for which a teacher can be dismissed. It should also include dismissal procedures. This policy should be given to teachers when they are called or contracted. The policy should be referred to periodically, especially in times of declining child population or declining financial base for the school.

When events indicate that a teacher may be released, thorough documentation must be kept regarding the matter. In the case of poor teaching, for example, written data must be available. Data should consist of the evaluation reports of classroom observations, items discussed in the follow-up principal-teacher conferences, specifics of the complaints made by parents and children, including the dates of the complaints and occurrences, and all other appropriate written material that deals with the problem. It is essential, also, that written documentation is available about regular, weekly meetings that the principal has had with the teacher regarding the teaching deficiencies.

In most cases, dismissal of an unsuccessful teacher can occur without conflict if that teacher is helped to discover the problem and is given assurance that assistance will be given in seeking other employment. A teacher who is not performing well finds little joy in teaching. If the principal and board approach a teacher in the spirit of helpfulness, without threat or intimidation, the teacher will generally welcome help and the prospect of more suitable employment.

Ignoring or avoiding the unsuccessful teacher does injustice to the teacher as well as the school.

PROFESSIONAL GROWTH FOR TEACHERS

An important method for achieving quality of teaching and ministry is to provide for professional growth opportunities for the faculty. The school board should provide time for pre-service and in-service training experiences.

Pre-Service for Teachers

The week or weeks prior to beginning a new school year should be set aside for teacher orientation and pre-service meetings. During this period new and returning faculty gather for professional development in preparation for the coming year. Outside resource persons or faculty members can present one or more topics of current educational interest in a workshop setting, so that plans can be made to utilize newer teaching methods and materials or innovative techniques. Additional discussion should deal with topics to help make the school year function smoothly. Areas covered typically include

1. Philosophy of the school
2. Relationship of the school and faculty with the church
3. Policies of the board and how the faculty will implement them
4. Special services available through the public school district
5. Style of administration and supervision of the principal
6. Writing of individual and group goals
7. Curriculum needs and committee assignments
8. Special needs and committee assignments
9. Weekly worship service leadership scheduling
10. Discussion and planning of the total educational program of the congregation for the year
11. Development of faculty policies with implementation and review procedures for
    a. class scheduling for departmental subjects
    b. movement of children during daily schedule
    c. behavior expectations of the children in hallways, classrooms, lunchroom, and playground
    d. procedures for dealing with behavior problems
    e. use of volunteers and appointment of volunteer trainer and coordinator
    f. scheduling of achievement and skill tests; use of results
    g. assignment of staff for playground and lunchroom duty
    h. reporting pupil progress to parents; forms to be used; frequency and times of parent-teacher conferences
    i. use of library facilities; scheduling class visits; faculty assignments

Participants in these pre-service sessions should include the total faculty and the pastor. Nonteaching staff is to be included when topics are discussed which involve their participation or service.

In-Service for Teachers

During the year, time is usually devoted to in-service sessions which emphasize professional development. These meetings are held in addition to the regular faculty meetings. For optimum effectiveness, teachers should be involved in program planning for these sessions.

Program leaders for these in-service meetings can be faculty members, resource people from various public or private agencies, paid consultants, or consultants from textbook publishing firms.

The topics covered should have a relationship to professional growth, such as teacher effectiveness training, improvement of teaching strategies, increased knowledge in content areas, methods of classroom control, or new graphic and audio-visual techniques.

To be effective, these sessions should be a minimum of one-and-one-half hours. At the end of the period, references should be given for further study, or plans should be made for implementation of new methods. Several months later, the presenter may wish to appear again to discover what has happened as a result of the in-service study and to suggest further changes that could be made.

The frequency of these meetings is dependent on a number of factors, such as the size of the faculty, the existence of separate departmental meetings, and the number of purely administrative faculty meetings. An in-service session should be held at least once every two months, preferably once a month.

Many schools have an early dismissal of classes to provide time for in-service meetings. Another option is to hold the in-service meetings at an early morning hour, with classes beginning later than usual.

Professional Days

The growth of teachers can also be enhanced by providing for professional days. This is done by giving each teacher one day each semester to use in visiting a classroom in the same school or another school to see different techniques, methods and materials. The day might also be used to hear a guest lecturer at a nearby college, or to attend a one day seminar offered by another educational agency. These professional days can be of great value to the teacher by giving opportunities for reflection, refreshment and renewal.

Continuing Education for Teachers

Continued college training helps teachers grow professionally. Many school boards will include a line item in the budget to assist teachers financially when they take college courses.

Seminars, Workshops and Conventions

Many opportunities exist for the growth of teachers through attendance at professional gatherings. Some of these will be sponsored by the district and synod, some by the local school district, some by colleges and universities, and some by professional organizations. Teachers should be given support and encouragement by the board to improve professionally through attendance at these seminars, workshops and conventions.

Professional Reading

A final method of professional growth for teachers is through personal reading of the professional literature. Many excellent articles appear monthly in the various educational periodicals. In order to stimulate interest among the staff, at least one faculty meeting a month can be set aside for reports and discussions on articles of interest, with the teachers giving the reports on a regularly scheduled basis.

THE VOLUNTEER PROGRAM

Role of Volunteers

Many Lutheran schools have strengthened their educational programs through the use of volunteers. Volunteers are parents and friends of the school who donate their time to assist teachers, the principal, and the nonteaching staff in many different ways.

Volunteers come from a variety of backgrounds and interests and bring with them a wealth of experience and knowledge that can be beneficial to help make the day-to-day operation of the school run smoothly.

Volunteers may assist on a regular day each week or month, may work a full week at a time, or may come only once for a special purpose or task.

Benefits of Volunteers

Children benefit from the work of volunteers through individual attention and help with their studies, which would not be as readily available without the volunteer in the classroom. Teachers benefit by being relieved of time-consuming tasks. The school benefits as parents and other volunteers take a personal interest in Christian education and become staunch school supporters. Perhaps the greatest benefit is to the volunteers themselves. They have a vital function to perform and gain a sense of personal value and worth as they assist in the many important tasks of Christian education.

Tasks for Volunteers

Volunteers can be utilized in a variety of ways. Tasks most commonly assigned are

1. correcting papers
2. supervising playground and lunchroom
3. typing and duplicating materials for the teachers
4. working with children in construction of bulletin boards
5. working with small groups of children
6. working with individual children
7. reading stories to children
8. preparing and using audio-visuals
9. serving as librarian
10. collecting lunch and milk money
11. working in the cafeteria
12. painting rooms and hallways

13. cleaning the school
14. repairing of furniture
15. assisting on field trips
16. assisting with physical examinations of children
17. typing and filing for the principal
18. serving as treasurer for school funds
19. doing secretarial work for teachers
20. helping with room parties

Qualifications of Volunteers

People interested in becoming volunteers should fill out a questionnaire to indicate their interest and expertise. Not every volunteer is able to work with teachers and children. Training volunteers is important to help them function in an effective manner. Periodic training sessions should be offered for those wishing to serve. These sessions should be designed to prepare volunteers for their work in the school.

Topics covered in these sessions should include

1. relating positively with children and teachers
2. presenting materials interestingly
3. using positive reinforcement with children
4. using good techniques with audio-visuals
5. reading stories to children
6. constructing bulletin boards
7. correcting papers
8. relating with the principal

Caring for Volunteers

Recognition of volunteers should not be overlooked. These workers should be shown that their services are valued and appreciated. Regular listing of the names of volunteers for the month should be given in the school newsletter. In addition, a special volunteer recognition dinner or party should be held at the close of the school year, with each person given some token of appreciation. The school may also give special awards to people who have given outstanding service.

THE ROLE OF SUPPORTING STAFF

Supporting staff members do much to help maintain the Christian character of the school. These people - the secretary, cooks and maintenance workers - have daily contact with the children, teachers and visitors. Their attitudes and manner of dealing with people help to set the school atmosphere. Selection of the supporting staff must be done with great care.

Qualifications

The personal qualifications of auxiliary staff members are similar to those of teachers, included are a love for children, patience, an understanding nature, ability to relate well with adults and children, a positive attitude toward life, a willingness to accept decisions, and an ability to give a Christian witness in their lifestyles.

In addition, staff members should have the qualifications necessary for their particular work. The secretary should have the skills to perform those duties with accuracy and speed; the cooks should be adept at planning, preparing and serving nutritionally balanced meals that are tasty; the maintenance workers must be capable of keeping the facilities clean and the equipment in good repair.

Supervision

Clear lines of authority must be set so that there can be no question about accountability. Except in highly unusual circumstances, all staff people should be under the principal's jurisdiction, for he is responsible for the total school operation.

Where the parent organization or the ladies aid is responsible for the scheduling of volunteers, it should be clear that all operations are under the principal's control. The same understanding must be made with the maintenance workers and volunteer workers.

Compensation

The salary paid auxiliary workers should be within government guidelines. All workers are entitled to fair wages. The temptation to offer the least amount of wages possible because of the religious nature of the work must be avoided. To be equitable to all employees, a salary scale, similar to the teacher's scale, based on length of service, should be adopted.

Recognition

Since the supporting staff members are a vital part of the total school operation, they should be recognized as members of the school team. This means that they should be treated as partners in the cause of Christian education by the teachers, children and parents. It also means that when decisions are reached which affect their work or working conditions, they should be involved in the decision-making process. The principal should regularly schedule meetings with supporting staff members.

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The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.

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